



Section II

The Self-Exploration Process

LESSON 1

The Career Planning Process

Learning Objective

To understand what the career planning process is and that it can facilitate the attainment of educational and career goals

Materials Needed

handout: "Career Planning Model"

Vocabulary

laid-off, job security, career, job

SCANS Competencies

Basic Skills: Listening; Speaking

Thinking: Seeing things in the mind's eye



Instructions for Conducting the Activity

The goal of this lesson is to set the stage for understanding what career planning is and why it is critical to students' ability to reach their educational and career goals.

Brainstorm the answers to the following questions:

How many times will most people (in the US) change jobs in their lifetime?

- 25 times

Can workers in the U.S. today get laid-off through no fault of their own?

- Yes

Is there job security today?

- Not necessarily, but there are steps you can take that lead to more job security, like continuing to learn new skills.

What do employers look at when deciding to hire new employees?

- Skills and experience

Explain that because of all these factors, career planning is an important life skill and it helps students identify the education needed to reach their career goals.

To help students understand the difference between a job and a career, brainstorm what they think is meant by both. Record answers on the board. Summarize the definitions as:

Job = the work position that you have at any point in time

Career = the path of your jobs over time

Point out that the goal is to think about your career and not just the next job. Students can do this by creating a map of where they are going.

Some examples of careers are:

1. Certified Nursing Assistant (CNA) – Surgical Technologist – Nurse

The career path is in the health care field.

2. Secretary – Administrative Assistant – Manager

This career path could be within many different fields.

3. Teacher – Social Worker – Consultant

This career path focuses on jobs that use similar skills but in different fields.

Next ask students to brainstorm what they think is meant by career planning. Write these on the board. Then, using students' ideas, summarize with the following points:

What is career planning?

- Identifying what you are good at
- How your skills, talents, values, and interests translate into work
- Matching your skills, etc., to existing jobs
- Matching your career goal to your financial needs
- It is a process
- Need it to make good decisions
- By doing career planning you can find good answers that meet your needs on your schedule

Post the "Career Planning Model" diagram on an overhead or distribute copies.

Explain that career planning is an iterative process and is lifelong.

Depending on the needs and interest of the class, you can further break down the sections of the process and ask students to decide which parts of the career planning process they are most interested in learning about. This can guide you in how best to engage students with the curriculum.

Self-exploration looks at:

- Skills
- Values
- Experience
- Interests
- Education

Occupational Exploration looks at:

- Occupational/job profiles
- Informational interviews
- Career/job fairs
- Labor market information

Educational and Career Planning looks at:

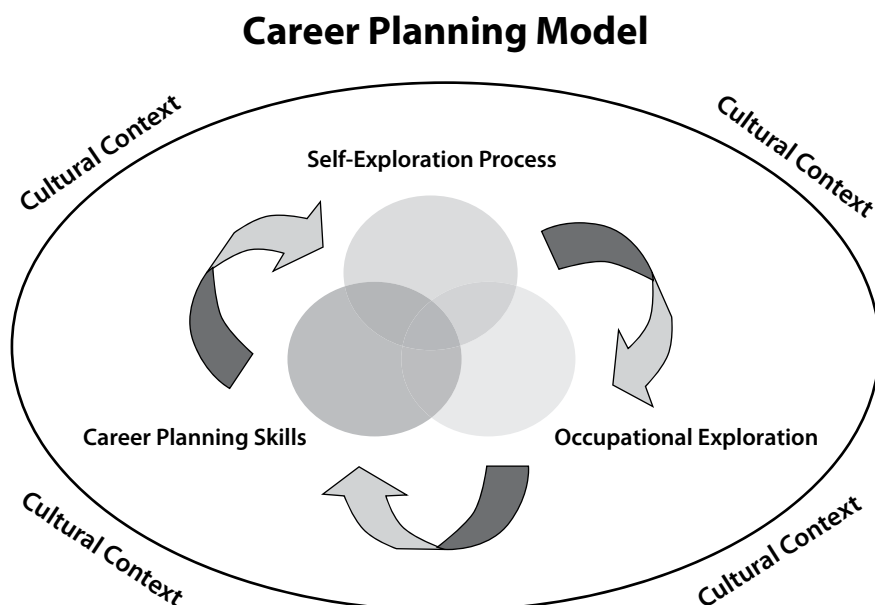
- Decision making
- Goal setting
- Problem Solving
- Action Planning

You can also post the three categories on big sheets of paper and give students index cards with the bullet points and have students put index cards under the correct heading. Leave these big sheets up in the classroom and when the other lessons in the curriculum are presented, refer to them and identify the part of career planning that the lesson addresses.

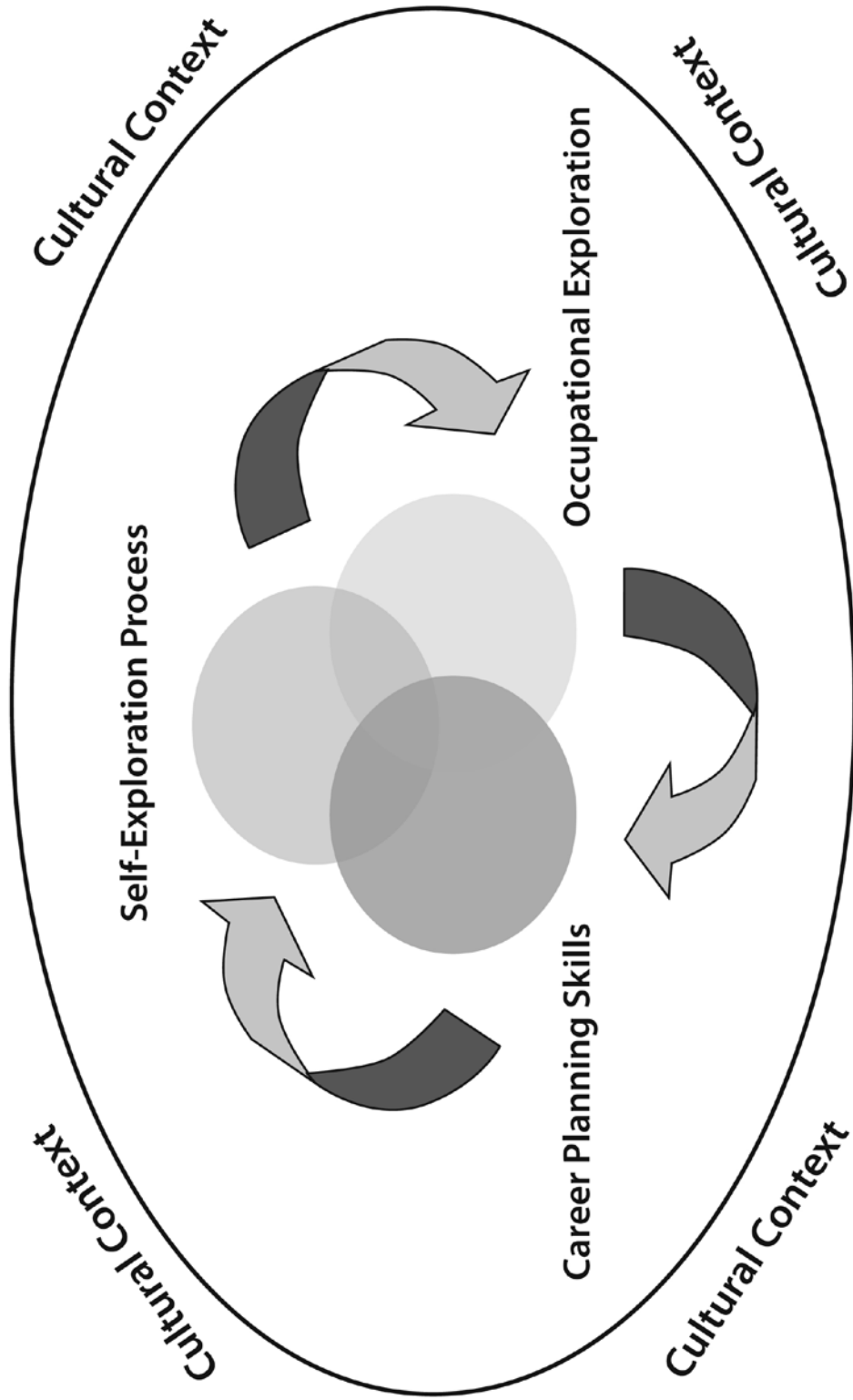
Extension Activity

For students with previous work experience, ask them to make a list of the jobs they have had and two jobs they would like to have. Then have students pair up and share the lists. Have students talk about any similarities in the jobs they have held and those they would like to have.

For students with limited or no previous work experience, ask them to make a list of at least three jobs they would be interested in having. Pair up students to share the lists. Ask them to talk about any similarities among the jobs they have chosen. Are there any jobs that they might need to have first to gain the experience for those jobs?



Career Planning Model



LESSON 2

Identifying Hopes and Dreams

Learning Objective

To help students begin to talk about the hopes and dreams they have for their lives as the starting point for career exploration

Materials Needed

access to music player and song “Fast Car” by Tracy Chapman
lyrics can be found online www.elyrics.net/read/t/tracy-chapman-lyrics/fast-car-lyrics.html

Vocabulary

cruising, checkout girl, promoted, suburbs, convenience store, hopes, dreams

SCANS Competencies

Basic Skills: Listening; Reading

Information: Interprets and communicates information



Instructions for Conducting the Activity

Distribute the lyrics to the song “Fast Car” by Tracy Chapman and play the song for students to listen to and follow along. You can point out that Tracy Chapman is from Boston and that she was once homeless and began playing music on the streets in Harvard Square.

Facilitate a discussion about what is going on in the song and what hopes and dreams are described. Record key phrases and words on the board:

1. Look at the title. What do you think the song is about? What do people use cars for?
2. In the beginning of the song, where is she working? How does she feel about her life? Can you describe her?
3. What is her plan? Who do you think she is making plans with? Where does she want to go?
4. Why did she quit school? What was the problem? Do you think she should have quit school? If you knew her then, what would you have said to her? Why?
5. When does she have the feeling that she “can be someone”? Why do you think she has this feeling? Do you ever have this feeling? If so, when?
6. What happens after they move to the city? Does she get a job? What is her job? Does the person she goes with get a job? Where do they live? Does she still have plans? Is she still hopeful?
7. At the end of the song, what is going on? Is she happy? Is she hopeful? What do you think she should do? If you were her friend, what would you say to her?

Another set of questions might be:

1. What does the singer want? What are her hopes and dreams?
2. What does she think it will take to realize her hopes and dreams?
3. What steps has she taken to reach her dreams?
4. What kind of jobs has she had or is she planning to get?
5. What gets in the way of her hopes and dreams?
 - lack of job, no HS degree, alcoholic father, mother who left, low-paying job, homelessness

Then guide the discussion to the hopes and dreams of the students. Ask the following:

1. Think about your own life. What kind of song would you write about your life?
2. What would be the title of that song?

Wrap-up discussion focuses on the relevance of this song and discussion to career exploration:

1. It is important to know yourself—what you want and need
2. Having hopes and dreams gives us something to work toward
3. Everybody faces obstacles, whether big or small
4. There are ways to address the obstacles by breaking them down into small steps

Extension Activity

Ask students to write down two dreams/hopes they have. Once all students have done that, ask each student to share one of the dreams/hopes and record that on the board. Then ask each student to name at least one obstacle that gets in the way of that dream and record that. Examples of obstacles might include working as a housekeeper at night, children, limited English proficiency, and family disapproval.

Then have the students brainstorm about how those obstacles might be overcome and record those. This might include small steps that can be taken now. For example, taking English classes is a step toward being better prepared to apply for a higher paying job. Another example might be having a family or community elder who supports your dreams talk with members of your family who do not approve. Other examples might include talking to a supervisor about other job opportunities at work.

Adapted from the Jamaica Plain Adult Learning Program.

LESSON 3

Introduction to Goal Setting

Learning Objective

To help students begin to understand the importance of setting goals to reach their dreams

Materials Needed

handouts: "Student Goal Scenarios" and "Worksheet for Student Goal Scenarios"

Newsprint

Vocabulary

road map, motivational

SCANS Competencies

Basic Skills: Listening; Writing

Information: Interprets and communicates information



Instructions for Conducting the Activity

Brainstorm with students the different words we use to talk about what we want to do in the future such as:

- dreams
- hopes
- wishes
- wants
- goals
- aspirations

Provide students with copies of the handouts: "Student Goal Scenarios" and "Worksheet for Student Goal Scenarios." Choose some scenarios to read aloud in class while students read along. Have students look at the goal scenarios, individually or in pairs, and answer this question about each scenario: "what are the writer's goals for this year?" Students can break out each of the goals and record them on the worksheet.

Then ask students to write down short answers to the following questions:

- What were some dreams or hopes that I had for my life when I was a child?
- What hopes or dreams did I have about my career when I was younger?
- What hopes or dreams do I have for my life now?
- What hopes or dreams do I have for my career now?
- What do I need to do to reach my dreams?
- Where do I see myself in five years?

Students can share their answers in pairs or in a large group.

Then, as a class, brainstorm reasons why it is important to have goals. Some answers might include:

- something to work toward
- need a road map
- motivational
- need something concrete

Explain that when we can see clearly what our goals are, then it is more likely that we will achieve them. You need to start with a goal in mind. Having a plan helps you to get to where you want to go. It is important to remember that goals are not set in stone. Goals may change over time as we change.

Please note that setting and writing goals is covered again and in more depth in Section IV, Lesson 5.

Extension Activity

Have students practice writing goals through journals or prompts. Use a selection of those goals to illustrate the process of setting realistic goals and to inspire other students to write their own goals.

Student Goal Scenarios

1. Farouk moved here from Pakistan two years ago. His English is so-so. He has a good job and he saved some money. He doesn't want to live in an apartment anymore. He is thinking about buying a house but he doesn't understand the financial systems in the United States very well. He also doesn't understand the culture of Americans so he doesn't have many friends. What are his goals for this year?
2. Min Wei is from China. She is at school to learn English. She is 65 years old and she went to the doctor. She is not healthy right now. She smokes because she is very stressed about her new life in the United States. She is also very lonely in the United States. She needs to meet friends and find a place to go for recreation. Her friend goes to the library but Min doesn't have a library card. She knows some people go to community events but she is shy and afraid. What are her goals this year?
3. Luis moved here from the Dominican Republic five years ago. He speaks English but wants to learn more. He works now, but he doesn't make much money. He needs to find a new job. He knows he could get a better job if he used computers, but he doesn't know about computers. Luis knows that he can be a citizen of the United States now because he has lived here for five years. What are his goals this year?
4. Blanca is from Ecuador. She moved here a year ago. She is studying English. She has two kids, and they are in elementary school. They need help with homework, but she isn't sure she is smart enough to help them. She didn't finish high school so she doesn't have a diploma or GED. She wants to get her GED. She is also tired of taking the bus to pick up her children and she has a car but not a license. What are her goals for this year?
5. Nubar has many goals for the future. Some of his goals will take a long time, even if he works hard. He will study every day to get his GED. In about three years, he wants to start college to become a computer technician some day. He and his girlfriend want to get married and have children sometime in the future. He will need a good job so he can help his family. What are his goals for this year?

Adapted and used with permission from the Lawrence Public Schools Adult Learning Center

Worksheet for Student Goal Scenarios

Name	Country	Goal #1	Goal #2	Goal #3	Goal #4	Obstacles	Is it possible in one year?
Farouk	Pakistan	Improve his English	Buy a house	Learn more about financial management.	Learn about U.S. culture	Time, friends to help him, no family here	Yes, if he works hard.
Min							
Luis							
Blanca							

LESSON 4

We All Have Transferable Skills

Learning Objective

To aid students in identifying their own transferable skills

Materials Needed

Copy of the chapter from Book Five of *Working: People Talk About What They Do All Day and How They Feel About What They Do*, by Studs Terkel (1974). The excerpt is called

“Just a Housewife: Jesusita Navarro” (not included in curriculum)

Handout: “Reading Guide for Jesusita Navarro”

Vocabulary

housewife, settlement house, social worker, charity, welfare, transferable skills

SCANS Competencies

Basic Skills: Reading

Information: Acquire and evaluate information

Thinking Skills: Creative thinking



Instructions for Conducting the Activity

This lesson is based on a reading from *Working: People Talk About What They Do All Day and How They Feel About What They Do*, by Studs Terkel (available through various publishers). The particular story we recommend for this lesson is about a woman who is “just a housewife”. It underscores the notion that regardless of whether or not we are paid for our work, all of us have and use many skills in our daily lives. You can view partial excerpts from the book, including the section called “Just a Housewife” at http://books.google.com/books?id=2nKj42A_W5kC&dq=Working,+Studs+Terkel&printsec=frontcover&source=bl&ots=u0BH0QiFub&sig=-#PPR25,M1. It may also be available at your local library or bookstore.

A few days before this lesson, distribute “Just a Housewife” by Jesusita Navarro to read for homework. For lower-level ESOL students, also distribute the worksheet that guides students in their reading of the article. For all students, review the vocabulary words when you hand out the homework. (An alternative, especially for ESOL students, is to read the article out loud together in class.)

For this lesson, have the lower-level ESOL students bring their worksheets to class for reference. Review the answers to the worksheet to check for overall comprehension of the reading.

The title of the reading is “Just a Housewife.” Guiding questions:

1. What do you think the author means by “just a housewife”? What does a housewife do?
2. Does a housewife do “work”?
3. Ask students to brainstorm a list of the skills that Jesusita has. These might include:
 - Managing her time
 - Organizing activities and people
 - Taking care of children and/or elderly parents
 - Cleaning
 - Running a household
 - Staying within a budget
 - Helping people make decisions

- Listening to people
- Knowing how to find resources

4. *What are some of the things that you do that you don't get paid for?*

- This might include organizing a bake sale at your child's school, coaching a sports team, teaching at your place of worship, planning a birthday party, etc.
- Note that these are called "transferable skills" – skills that can be used in many different situations, whether for paid work or not.
- Many people think that if they aren't being paid, then the skills they use in their daily lives (home/community/school) don't count as "real" skills.
- ESOL students can refer to question #10 of the "Reading Guide" for their responses.

List on the board the things that students do but don't get paid for. Identify the skills associated with the activity/responsibility.

If they do paid work, ask them to identify the skills they use in their paid work. If they do not have paid work, ask them to identify what skills they might like to use in a job.

Extension Activity

Have students take the skills identified above and ask them to make a list of at least five jobs that use the skills identified. Have students pair up and share their lists of skills and possible jobs that use those skills. Have the students help each other think of other jobs that might use those skills.

Adapted from the Jamaica Plain Adult Learning Program.

Reading Guide for “*Jesusita Novarro*”

Name: _____ Date: _____

1. What is the first thing that Jesusita does in the morning?

2. What does she do in the afternoon?

3. One of Jesusita’s goals is to:

- a. lose weight
- b. wear fancy earrings
- c. get off welfare

4. The head of the settlement house wants Jesusita to:

- a. take a social worker’s job
- b. go to the hospital
- c. stay on welfare

5. Jesusita says, “Why do they say it’s charity?”

Charity is:

- a. getting paid for work
- b. getting something for nothing
- c. hard work

6. How does Jesusita get treated at the hospital?

7. Jesusita

- a. has a paid job
- b. is a mother on welfare
- c. has a husband with a paid job

8. Jesusita used to think that she wasn't "really good for anything." What made her change her mind?

9. "There are mothers that work eleven, twelve hours a day. We get up at night, a baby vomits, you have to be calling a doctor, you have to be changing the baby. When do you get a break, really? You don't. This is an all-around job, day and night. Why do they say it's charity? We're not working for our money? I am working for this check. It is not charity."

Do you agree with this statement? Explain why or why not.

10. Describe some of the things that you do that you don't get paid for.

11. Jesusita says, "I'm hungry for knowledge. I want to do something. I'm searching for something. I don't know what it is."

Finish the sentences with your own words:

I'm hungry for _____

I'm searching for _____

LESSON 5, PART 1

Making a Life Line

Learning Objective

To help students appreciate the range and nature of influences on their educational and career development and to demonstrate how career-related experiences are interwoven with other (e.g., personal, social, family, and cultural) aspects of their lives

Materials Needed

Rolls of cash register tape for each student or newsprint sheets, colored markers, handout: "Life Line Presentation Guide"

Vocabulary

influence, timeline, career, cultural, life line

SCANS Competencies

Personal Qualities: Self-esteem

Basic Skills: Speaking

Information: Organizes and maintains information



Instructions for Conducting the Activity

Before asking the students to create the Life Line, which is a timeline of events in their lives, you should demonstrate how to create one by walking students through the process as you complete your own life line. Once you have done this, distribute a segment of cash register tape or newsprint to each student. Ask students to record important events in their life and things they have done. Ask them to put the date below each event/thing. Encourage students to use whatever colored markers they would like in constructing their timeline. Tell students that they might record a single event, an ongoing experience, person, thought, or plan.

Ask students to select one event on their timeline that they would like to talk about. Lead students through a review of the "WH" question words:

What is the event? _____

When did it happen? _____

Where did it happen? _____

Who was there? _____

Why is it important to you? _____

You can model this process by selecting one of your own life events and talking about it using the "WH" words. You can either write the "WH" words on the board and/or distribute the "Life Line Presentation Guide" handout for students to make some notes about their event for a presentation. Each student then does a five-minute presentation about his/her identified timeline event.

As the presentations progress, you can reflect on the commonalities and differences among the significant events/influences or on the categories of influences that seem to be occurring with regularity (e.g., family members, adult role models, chance events).

After each student has done their presentation, post the timelines on the wall and have the students walk around and read them.

Extension Activity

Have students divide into small groups. Ask students to talk about what they learned from their life lines and how this information might influence their next steps in a job or career.

Adapted from "Experiential Activities for Teaching Career Counseling Classes and for Facilitating Career Groups, Volume One," National Career Development Association, 2000.

Life Line Presentation Guide

Identify one event on your timeline and answer the following questions about it:

What is the event?

When did it happen?

Where did it happen?

Who was there?

Why is it important to you?

LESSON 5, PART 2

Things I Have Done

Learning Objective

To help students identify transferable skills

Materials Needed

Student Life Lines (already completed in Section II, Lesson 5, Part 1),
handouts: “Things I Have Done” and “Student Future Timeline,” post-it notes, newsprint

Vocabulary

influence, timeline, career

SCANS Competencies

Thinking Skills: Reasoning; Creative thinking

Basic Skills: Reading



Instructions for Conducting the Activity

Note: For this activity, students need to have already completed a life line (Section II, Lesson 5, Part 1).

Ask the students to take out their life lines. Ask the students to refer to (or add in) the event, “Start attending English/GED class.” Distribute the “Things I Have Done” handout. Review the checklist as a group, and then ask students to identify what things on the list they did in order to begin attending English or GED class. Record the answers on the board. Then ask students to select another event on their life lines. Distribute post-it notes. Using the handout as a guide, ask them to identify 4–5 “Things I Have Done” that relate to the new event. Have them write those on a post-it note and attach it to the new event. Have students share with a partner.

Next, ask the students to write in three “hopes, dreams, or plans” on the future part of their life line. Then return to the “Things I Have Done” handout and ask them to write on a post-it note a list of some of the skills they can use to reach their future “hopes, dreams, or plans.” Have the students attach the post-it note to the future part of their life lines, and again, ask the students to share with a partner.

The students can complete the worksheet “Student Future Timeline” the following day to reinforce this lesson.

Extension Activity

Ask each student to choose one event on his/her life line. Students then work in pairs to “tell a story” about the event each chose. The Telling student describes what the event was and what s/he did to make the event happen or as a result of the event. The Listening student writes down a list of steps taken by the student. Then together the two students review the steps written down and identify the skills used to do each step. The students can refer to the skills listed in the “Things I Have Done” handout.

The students then come back together as a large group. Ask each student to complete the “Future Timeline.” Then ask each student to name out loud one of his/her future employment goals/events. Finally, ask the student which skills identified in the pairs activity can be used to help accomplish the goal or get to the event.

Things I Have Done

Working With People

- ☐ Take care of a sick relative
- ☐ Give medicine to a child
- ☐ Care for child who is disabled
- ☐ Help at a school event
- ☐ Make phone calls
- ☐ Visit friends and family in nursing homes
- ☐ Visit new places
- ☐ Take care of my children or other people's children
- ☐ Teach or coach a sport
- ☐ Organize parties for family or friends
- ☐ Teach at my place of worship
- ☐ Help children with their homework
- ☐ Participate in events in my community
- ☐ Volunteer at a library
- ☐ Work with other parents in the schools
- ☐ Go on field trips for teens and help out
- ☐ Play music or dance for others
- ☐ Other _____

Working With Data

- ☐ Write checks and balance a checkbook
- ☐ Do a budget for my family
- ☐ Record money for a club or group
- ☐ Handle the money/finances for a small business
- ☐ Read a map
- ☐ Follow directions
- ☐ Read a flyer or poster
- ☐ Apply for a loan or credit
- ☐ Fill out forms and applications
- ☐ Make airline arrangements
- ☐ File papers
- ☐ Enter data onto a computer
- ☐ Select and price items to be purchased by a group
- ☐ Maintain sales records for an organization's store or sale
- ☐ Choose colors for sewing, crafts, decorating projects
- ☐ Other types of working with data

Working With Things

- ☐ Take care of plants, garden, farm
- ☐ Cooking
- ☐ Do housecleaning at home
- ☐ Flower arranging
- ☐ Care for animals
- ☐ Type, filing, office work for an organization
- ☐ Use a computer
- ☐ Take photographs
- ☐ Operate stereo equipment
- ☐ Build furniture
- ☐ Repair equipment, repair appliances
- ☐ Operate equipment (lawnmowers, saws, forklifts)
- ☐ Use tools
- ☐ Drive buses, vans, taxis
- ☐ Prepare meals for large groups
- ☐ Build things
- ☐ Cut down trees
- ☐ Give haircuts, or do hair styling
- ☐ Take care of cars
- ☐ Other _____

Student Future Timeline

Name: _____

Future Timeline

Tomorrow

Next Year

5 Years From Now

Directions:

- Think of educational and employment goals that you would like to accomplish in the next 5 years and put them on this timeline.
- What skills can you use to accomplish your goals?

Skills I can use to accomplish my goals:

Skill	Where or how I've used it before

LESSON 6

Things I Like

Learning Objective

To help students find out about their interests and talents and how to use that information to guide educational and career decisions

Materials Needed

handout: "Things I Like"

Vocabulary

interests, hobbies, recreation

SCANS Competencies

Basic Skills: Writing; Speaking

Personal Qualities: Sociability



Instructions for Conducting the Activity

Tell students that in order to figure out what career they would like to pursue they can start by thinking about what they like to do and are good at. This exercise will give them an opportunity to learn more about themselves.

Distribute the "Things I Like" handout and have students write down the first things that come to mind on the list. Once all students have completed their lists, have students interview one another in pairs or small groups, using the questions from the handout. For ESOL students, the teacher can model how to ask and answer the questions using the handout.

This activity is from "Getting There: A Curriculum for People Moving into Employment," The Center for Literacy Studies, The University of Tennessee, Knoxville, 1996.

Extension Activity

Have students write a paragraph:

- describing their hobbies
- identifying at least 5 skills they use by doing the hobby
- identifying at least two jobs that use these skills

Things I Like

1. My hobbies are

2. When I have free time, I like to

3. The most interesting section of the newspaper is

4. On my day off from work or school, I like to

5. My favorite thing to read is

6. My favorite type of television program is

7. My favorite recreation is

8. In conversation, I like to talk about

9. My favorite subjects in school were

Adapted from "Getting There: A Curriculum for People Moving into Employment," The Center for Literacy Studies, The University of Tennessee, Knoxville, 1996

LESSON 7

Identifying Skills

Learning Objective

To help students learn about skill categories and to identify their own skills

Materials Needed

handout: "Skills Identification" and index cards

Vocabulary

communication, self-management, management, technical

SCANS Competencies

Interpersonal: Participates as a member of a team

Thinking Skills: Problem solving

Information: Organizes and maintains information



Instructions for Conducting the Activity

This is a manipulative activity. Before class, make copies of the "Skills Identification" handout and cut the list of skills into strips. Have a complete set of cut-up skills strips for each pair or group of students. Write up one set of the seven skill categories on index cards for each group. Explain that knowing what skills are and being able to identify one's own skills is essential for deciding on a career choice or finding a new career. Write the seven categories of skills on the board and briefly explain what they are:

- Communication skills
- Number skills
- Technical skills
- Business skills
- Management and Self-Management skills
- Creative/Artistic skills
- People skills

Divide the class into pairs or groups and explain that each group will be given a pile of skills on strips of paper and a set of index cards with the six skill categories. The groups are to put the strips into the correct skill category. ESOL students will need ample time, teacher support, and bilingual dictionaries.

Once all groups have completed the task, review the categories and the skills in each. Ask students to name some jobs that they think require the skills in the different categories.

Extension Activity

Distribute the "Skills Identification" handout to students and ask students to check those skills they believe they have. Have a group discussion using the following questions:

- Do you have skills in more than one area?
- In which category do you have the most skills?
- What are the skills needed for the jobs that you are interested in?
- Do the skills you have match the skills needed for those jobs?
- Are there some skills that you would like to have but don't have right now?
- What education and/or training might you need to develop those skills?

Skills Identification

Communication Skills

- ☐ reading and following directions
- ☐ putting things in alphabetical order
- ☐ comparing or cross-checking two lists
- ☐ filling out forms
- ☐ writing letters and memos correctly
- ☐ reading and understanding policies and memos
- ☐ writing reports
- ☐ speaking to people you don't know
- ☐ speaking English *and* another Language
- ☐ taking notes while someone speaks
- ☐ finding information (getting what you need to know out of the phonebook, a dictionary, the library, etc.)
- ☐ using a map
- ☐ reading bus, train, and plane schedules
- ☐ explaining things to other people
- ☐ know when to ask for help or more explanation

Number Skills

- ☐ doing arithmetic correctly
- ☐ using percentages and decimals
- ☐ using a calculator
- ☐ rounding off numbers
- ☐ typing/keyboarding
- ☐ calculating hours worked, money owed, etc.
- ☐ estimating costs and/or time needed to complete a job
- ☐ using a database program on a computer

Technical Skills

- ☐ making, fixing, and repairing things
- ☐ operating machinery
- ☐ installing things
- ☐ building things
- ☐ gardening, landscaping, and farming

Business Skills

- ☐ operating a computer
- ☐ using a business telephone
- ☐ filing, sorting, and classifying information
- ☐ balancing checkbooks
- ☐ working with budgets
- ☐ setting up and closing out a cash register

Management and Self-Management Skills

- ☐ being patient with others
- ☐ keeping a cheerful attitude
- ☐ getting interested/excited about the task at hand
- ☐ offering to help when it's needed
- ☐ knowing how to take directions
- ☐ motivating myself to do what needs to get done
- ☐ helping motivate others to get the job done
- ☐ prioritizing tasks so that the larger goal is met on time
- ☐ following the rules
- ☐ presenting a neat and professional image
- ☐ checking your own work
- ☐ working hard without complaining
- ☐ using courtesy when dealing with others
- ☐ seeking help when needed
- ☐ being eager to learn
- ☐ speaking up for yourself
- ☐ solving problems in a cooperative way

Creative/Artistic

- ☐ artistic
- ☐ drawing
- ☐ expressing
- ☐ performing
- ☐ presenting artistic ideas
- ☐ dancing, body movement
- ☐ visualizing shapes
- ☐ designing
- ☐ model making
- ☐ making handicrafts
- ☐ writing poetry
- ☐ illustrating, sketching
- ☐ doing photography
- ☐ mechanical drawing

People Skills

- ☐ caring for children responsibly
- ☐ caring for the sick and elderly
- ☐ showing warmth and caring
- ☐ calming people down
- ☐ helping people complete a task
- ☐ teaching someone how to do something
- ☐ knowing how to get along with different people/personalities
- ☐ leading groups or activities

LESSON 8

Things I Am Good At

Learning Objective

To help students identify their interests and talents and how to use that information to guide educational and career decisions

Materials Needed

handouts: “Things I Am Good At,” “Skills Identification,” and “List of 246 Verbs” (optional)

Vocabulary

interests, talents, organize, fix, how to do, show someone, know how to make

SCANS Competencies

Basic Skills: Writing

Thinking Skills: Reasoning; Creative thinking



Instructions for Conducting the Activity

Distribute the “Things I am Good At” handout. Ask each student to think about and write down answers on the chart to the items listed. Students can refer to their “Skills Identification” handout for listing skills used. Once students have completed the chart, then have them form small groups to share what they have written.

For ESOL students, you can model how to complete the handout on an overhead or on the board so that students understand what the objective is. Then pass out the first handout for students to do.

Extension Activity

Have students do a “Demonstration Presentation.” Ask students to select one of the three “things I could show someone else how to do.” Have each student prepare and deliver a presentation for the class. Following each presentation, ask the other students to name the skills used in doing the presentation.

Things I Am Good At

Think about and write down in the chart:

at least 3 things I have made <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	skills I used
at least 3 things I have organized <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	skills I used
at least 3 things I have fixed <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	skills I used
at least 3 things I know how to do <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	skills I used
at least 3 things I could show someone else how to do <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	skills I used

Things I Am Good At • Section II: The Self-Exploration Process, Lesson 8 • Page 1

List of 246 Skills as Verbs

achieving	acting	adapting	addressing	administering
advising	analyzing	anticipating	arbitrating	arranging
ascertaining	assembling	assessing	attaining	auditing
budgeting	building	calculating	charting	checking
classifying	coaching	collecting	communicating	compiling
completing	composing	computing	conceptualizing	conducting
conserving	consolidating	constructing	controlling	coordinating
coping	counseling	creating	deciding	defining
delivering	designing	detailing	detecting	determining
developing	devising	diagnosing	digging	directing
discovering	dispensing	displaying	drawing	dissecting
distributing	diverting	dramatizing	enforcing	driving
editing	eliminating	empathizing	expanding	establishing
estimating	evaluating	examining	filing	experimenting
explaining	expressing	extracting	founding	financing
fixing	following	formulating	guiding	gathering
generating	getting	giving	hypothesizing	handling
illustrating	heading	helping	improving	identifying
increasing	imagining	implementing	initiating	improvising
inspecting	influencing	informing	instituting	innovating
integrating	inspiring	installing	intuiting	instructing
inventorying	interpreting	interviewing	keeping	inventing
learning	investigating	judging	listening	leading
maintaining	lecturing	lifting	manipulating	logging
meeting	making	managing	modeling	mediating
motivating	memorizing	mentoring	observing	monitoring
offering	navigating	negotiating	organizing	obtaining
overseeing	operating	ordering	performing	originating
photographing	painting	perceiving	playing	persuading
preparing	piloting	planning	printing	predicting
processing	prescribing	presenting	projecting	problem solving
proofreading	producing	programming	publicizing	promoting
questioning	protecting	providing	realizing	purchasing
receiving	raising	reading	recording	reasoning
reducing	recommending	reconciling	relating	recruiting
rendering	referring	rehabilitating	representing	remembering
resolving	repairing	reporting	retrieving	researching
risking	responding	restoring	selling	reviewing
separating	scheduling	selecting	setting-up	sensing
shaping	serving	setting	singing	sewing
solving	sharing	showing	studying	sketching
supervising	sorting	speaking	synergizing	summarizing
systematizing	supplying	symbolizing	teaching	synthesizing
telling	taking	talking	training	team-building
translating	instructions	testing	trouble-shooting	transcribing
typing	tending	treating	understudying	tutoring
unifying	traveling	understanding	using	undertaking
verbalizing	umpiring	upgrading	winning	utilizing
writing	uniting	weighing		working
	washing			

A List of 246 Skills as Verbs • Section II: The Self-Exploration Process, Lesson 8 • Page 1

LESSON 9

Skills Auction

Learning Objective

To help students determine the skills they most value

Materials Needed

Index cards with skills glued to them, packages of fake money

Vocabulary

skills, job duties, interests

SCANS Competencies

Resources: Money

Personal Qualities: Self-management

Thinking Skills: Decision making



Instructions for Conducting the Activity

Review the students' "Skills Identification" sheets from Section II, Lesson 7. Using only the skills they have identified, cut up the skills and glue each one separately to an index card.

Put fake money in bundles of \$100 for every student.

Return the "Skills Identification" sheets to each student. Ask students to review their lists and to identify the five skills they think they are best at. Have students prioritize the five skills by putting the numbers 1–5 next to those skills, with #1 being the top skill.

Tell the students that you are going to have an auction of skills. Review what an auction is and how it works. Remind students that they will not be able to buy all the skills they have marked, so the point is for them to try and buy the skills that are most important to them or that they think they are best at. By having this auction, students will have an opportunity to bid on skills that you will read off. The goal is for students to begin to prioritize their skills and to have an opportunity to feel proud of the skills they have and to recognize how much they "value" those skills.

Explain that you will be reading a skill out loud and that each student has the opportunity to "bid" on that skill. Students may be interested in some skills but not others. Some skills may be desired by many students. You will "sell" the skill to the highest bidder or buyer. Start with some easy to understand skills. Call out each skill and let students bid. You may have to prompt them. Once the bidding stops, give the highest bidder the index card with the skill on it and collect the money. Keep going until all the skills are "sold." Some skills may end up not being of interest to students or they may have run out of money.

When the bidding ends, go around the room and have each student share the skill(s) that s/he bought and tell about how they use that skill in their job/life.

Extension Activities

1. A variation of the auction is a "bartering scavenger hunt" for skills. The goal is for students to barter with other students for the skills that they most want to have. Choose skills from the "Skills Identification" list that the teacher knows are of interest to the students. Write, or cut up and tape, each skill on an index card. Identify enough skills so that each student can have three index cards. Randomly distribute three index cards to each student. Explain that each student has different skills on the index cards. Students must walk around and find students with skills they would like to have. The students then barter one skill for another. The goal is to try and get the three skills you would most like to have (or the three skills you do have). Put a time limit on the bartering. When it is done, have a group discussion:

- Were you able to get the skills you most wanted?
 - Were some skills more in demand than others?
 - If you could not get the skills you most wanted, how did you decide what other skills to barter for? (This question can lead to a discussion of transferable skills.)
2. Have students pick three skills that they would like to have but do not. Have them prioritize those skills and write a paragraph about why they chose those skills.

LESSON 10

Identifying Job Values

Learning Objective

To help students identify what job values are and their importance in choosing a career

Materials Needed

handouts: “Job Values Inventory” and “Work Values Clarification”

Vocabulary

values, rank or prioritize, compatible, benefits, salary, job security, working conditions, environment, organization, promotion/advancement, prestige, respect, value system

SCANS Competencies

Basic skills: Speaking

Thinking skills: Decision making

Information: Acquires and evaluates information



Instructions for Conducting the Activity

Explain to students that as part of the career awareness process, they have had an opportunity to identify skills they have. Another step in the career awareness process is identifying what they value in a job. Their personal value system – the things in life they find most important that influence and direct their lives – contributes to their job selection.

Group brainstorm:

Ask students to name things that are important to them in a job. Record the list on the board. Ask students to say why the things are important to them.

Guiding questions include:

- What is more important to you – a good salary or work hours that meet your needs?
- Is it important to you to move up or advance in your job?
- Does it matter where your work is located? In your neighborhood? Accessible by public transportation? Not more than a one-hour commute?
- How important is it that you get along with your coworkers? Supervisors? Customers?
- Do you need health benefits? Insurance?
- Do you want a job that will last for a long time? One that is not likely to have lay-offs?
- If there are students who are employed, ask them if their values are different today than when they first started working? For instance, was money the #1 value to begin with and now is it health benefits?

After the students have discussed this, distribute the “Job Values Inventory” handout. Review the checklist and what each item means. Relate the items back to the list they developed on the board.

In class, or for homework, ask each student to rank the items from 1 to 12 with 1 being most important and 12 the least important. Have them bring it to class the next day for another job values lesson.

Extension Activity

This work values clarification activity helps students look at the influences on their own values. Explain that a value is an idea or thing that we believe is important and will benefit our life. We learn values when we are young children and gradually expand and apply them to our lives as we get older.

Distribute the “Work Values Clarification” handout and have students answer the questions on their own. Then either compile a group list on the board or have students pair up to share their answers.

From “Personal Management: An Integrated Curriculum,” Patti McLaughlin, Curriculum Developer, Adult Basic and Literacy Educators Network of Washington, 1993.

Job Values Inventory

This exercise helps you identify which job qualities you value most.

Rank the items below from 1 to 12 with 1 being most important and 12 the least important. Once you begin exploring job possibilities, focus only on jobs that meet your highest ranked values.

- _____ Good salary
- _____ Good benefits (insurance, retirement, etc.)
- _____ Job security
- _____ Work hours that meet your needs
- _____ Satisfactory location
- _____ Compatible coworkers, supervisors, customers
- _____ Opportunity to learn and develop skills
- _____ Challenging and satisfying work
- _____ Good working conditions / environment
- _____ Like / believe in what the organization does
- _____ Chance for promotion / advancement
- _____ Prestige and respect

Adapted from the California Career Planning Guide 2003–2005

Work Values Clarification

On your own, brainstorm answers to the following questions.

1. What are three values that your parents held?
 - 1.
 - 2.
 - 3.
2. What are three values that you think teachers in schools hold?
 - 1.
 - 2.
 - 3.
3. What are three values that you believe most employers hold?
 - 1.
 - 2.
 - 3.
4. What are three values that your friends hold?
 - 1.
 - 2.
 - 3.

Adapted from "Personal Management: An Integrated Curriculum," Patti McLaughlin, Curriculum Developer, Adult Basic and Literacy Educators Network of Washington, 1993.

LESSON 11

Prioritizing Job Values

Learning Objective

To help students prioritize their work values and clarify the importance of them

Materials Needed

handouts: "Job Values Inventory" and "Job Values Inventory Summary"

Vocabulary

values, rank or prioritize, compatible, benefits, salary, job security, working conditions, environment, organization, promotion/advancement, prestige, respect, value system

SCANS Competencies

Information: Acquires and evaluates information; Interprets and communicates information

Basic skills: Speaking



Instructions for Conducting the Activity

Ask students to pull out their completed "Job Values Inventory" handout on which they ranked their job values from 1–12. This was done in Section II, Lesson 10.

If this was done as homework, answer any questions. Then explain that we all tend to assume that others work from a value system similar to our own. This is not always the case. Explain that they will learn a lot about themselves as they explore the reasons behind their own personal ratings. It will help them gain a clearer idea of their values and how those values affect their educational and career choices. The job values can be a guiding reminder of the type of job you are looking for, one that has the characteristics you find important and meaningful.

Have students participate in a "give-one-get-one" activity. They have to walk around the room and find people (at least 2–3) who have a different #1 ranked job value. They should try to find 2–3 different #1 ratings. They are to write that value down on the back of their handout and to ask the person why they chose that as their #1 value.

When the group has completed the activity, ask students to call out their #1 ranking and write those on the board. Then debrief by asking some questions:

- Does there seem to be one or two rankings that were most popular? Why do you think that was?
- Were there some rankings that no one chose as #1?
- What did you learn about others?
- Why did others make the choices they did?
- What did you learn about yourself?

Then distribute the "Job Values Inventory Summary" handout and review it with the students. Have the students complete the handout in class. Add that it will be useful to keep this list and review it from time to time to see how their values change.

Extension Activities

There are several variations for how to conduct this lesson.

1. Put a chart on the board of the “Job Values Inventory” and plot students’ responses. This can lead to a discussion about what values are most important to the students.
2. Put students in pairs and have them interview one another about their lists and why they numbered the values as they did.

Job Values Inventory Summary

List your top six “job values” you consider very important to have in your job.

Top Six Job Values

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Out of these six “job values” listed above, explain for at least three why you feel you cannot manage without them.

I cannot be without these Job Values because:

1. _____
2. _____
3. _____

Your “job values” may appear in other small ways within your life, but have the most significance in your career. Spending time evaluating their importance can lead to self-understanding and fulfilling work.

Adapted from the California Career Planning Guide 2003-2005

LESSON 12, PART 1

Putting It All Together – Interests, Skills, and Values

Learning Objective

To help students understand the relationship between their interests, skills, values, and abilities, and how that informs educational and career options

Materials Needed

CDM (Career Decision Making System Revised) Level 2 Survey Booklet, Hand-Scored Edition www.pearsonassessments.com/cdmr.aspx or Internet access to the alternative career surveys listed below

Vocabulary

survey, booklet, interpretative folder

SCANS Competencies

Basic skills: Reading

Thinking skills: Decision making

Personal qualities: Integrity/honesty



Instructions for Conducting the Activity:

You should review and complete a CDM Survey Booklet and Interpretive Folder for yourself before doing this activity with students. In order to successfully complete the Survey Booklet, students will need to use many learning strategies. As you complete the Survey Booklet, you should note what learning strategies are needed and be prepared to help students utilize these when the students are completing the Survey Booklet. ESOL students at the SPL level 6–7 may be able to complete the Survey Booklet on their own. The Survey Booklet is best used with SPL level 3 and higher.

If you aren't able to purchase the CDM survey, your students may be able to take it through your local One Stop Career Center. If not, there are a number of free online alternatives. Although not as comprehensive as the CDM, they will still be informative. Some examples are:

- The Beehive www.thebeehive.org/
- Skills Search <http://online.onetcenter.org/skills/>
- Motivated Skills Test/Career Values Test www.stewartcoopercoon.com/jobsearch/freejobsearchtests.phtml
- Massachusetts Career Information System (Mass CIS) <http://masscis.intocareers.org/>

This activity may work best when students have had an opportunity to participate in other discrete activities to identify skills, values, and interests prior to doing the CDM. This activity gives students an opportunity, as part of the self-exploration process, to “put it all together” in a meaningful way.

Day of Activity:

Explain to students that they are going to look at how their skills, values, and interests match up with various occupations that they might be interested in exploring further or learning more about. This is not a test and there is no right or wrong answer. Encourage students to answer the questions honestly so that they can better understand what career path might work best for them. For students who are working, this activity may be a way for them to evaluate advancement opportunities or new career paths.

Distribute the CDM Level 2 Survey Booklets. As students complete the activities in the Survey Booklet, they will use the information to fill in the “Summary Profile” on the last page of the booklet. The Summary Profile is the basis for reading the CDM Interpretative Folder.

Have students put their names and date on the cover. Explain that they will be able to keep the booklets for reference. Walk the students through each section of the booklet, reading the directions aloud together, and explaining vocabulary and allowing time for the students to complete a section before moving onto the next section. After completing a section in the booklet, refer the students to the back page “Summary Profile” where the students will fill in their answers from the section.

The goal of the activity is to have students complete the “Summary Profile” on page 16 of the Survey Booklet. Explain to students that in another class, they will then look at how their skills, interests, and values match with different occupations.

LESSON 12, PART 2

Matching Skills, Interests, and Values to Occupations

Learning Objective

To help students learn how interests, skills, values, and abilities inform educational and career options

Materials Needed

CDM (Career Decision Making System Revised) Level 2
Interpretive Folder; each student needs his/her completed CDM
Level 2 Survey Booklet with the Summary Profile filled in

Vocabulary

survey, booklet, interpretative folder

SCANS Competencies

Basic skills: Reading
Thinking skills: Seeing things in the mind's eye; Reasoning



Instructions for Conducting the Activity

This lesson requires that the students have already completed the CDM Level 2 Survey Booklet in Section II, Lesson 12, Part 1. The chart in the Interpretive Folder is complex. It is essential to review the directions carefully before doing this activity with students.

Day of Activity:

Distribute the students' completed CDM Level 2 Survey Booklets and a clean copy of the CDM Level 2 Interpretive Folder. Explain that they are now going to learn about occupations that match the skills, interests, and values that they identified in the Survey Booklet. Ask the students to turn the Survey Booklet over to page 16. Have them place that next to the front page of the Interpretive Folder. Ask the students to transfer the Summary Profile information from the Survey Booklet to the right hand column of the Interpretive Folder titled "Summary Profile."

Walk through the folder with students, reading the directions aloud together, and giving them time to complete each set of directions before moving on. Depending on the level of the class, you may want to help each student work through 1–2 careers and then have the student do the remaining careers on his/her own.

Once all students have completed the chart, explain that in another class time they will have the opportunity to use the Internet to find more information about the occupations they circled on their CDM Interpretive Folders.